



Functional Independence Mathematics

Official Released Items

Grade 5

**Fall 2005
Official Released Items**

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The Functional Independence Mathematics Assessments for grades 3 through 8 were administered for the first time in fall 2005. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will release a portion of the items that were administered in each grade each year. This booklet contains released items from the fall 2005 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items from the fall 2005 assessment booklets. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

Functional Independence - Mathematics

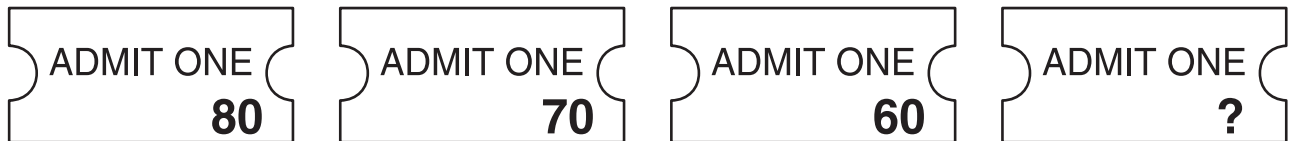
Mathematics Strand	Number of Core Items
Numbers and Operations	16
Measurement	10
Geometry	2
Data and Probability	2
Total Core Items/Points	30
Released Items	10 (Numbers vary by strand and topic.)

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DIRECTIONS: Read each question. Choose the **BEST** answer for each question.

R1 Sara bought 4 tickets for a school play.

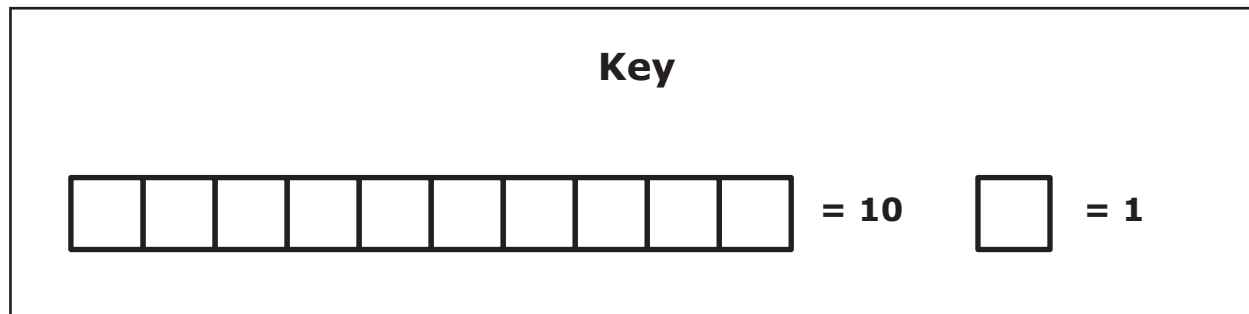


The numbers on the tickets follow a pattern.

What number should be on the last ticket?

- A** 50
- B** 40
- C** 30

Use the figure below to answer question R2.



R2 Which figure on the next page shows 29?

A



B



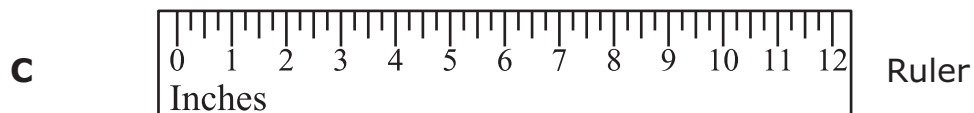
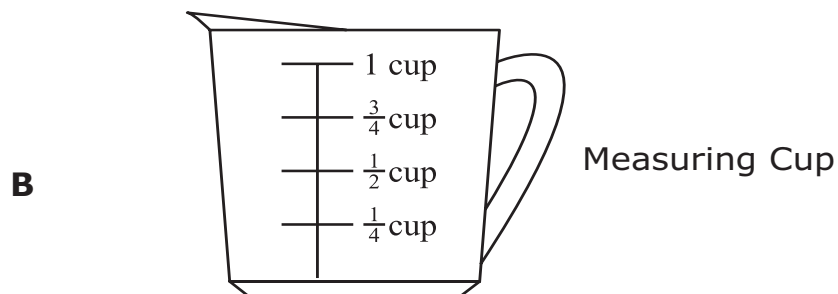
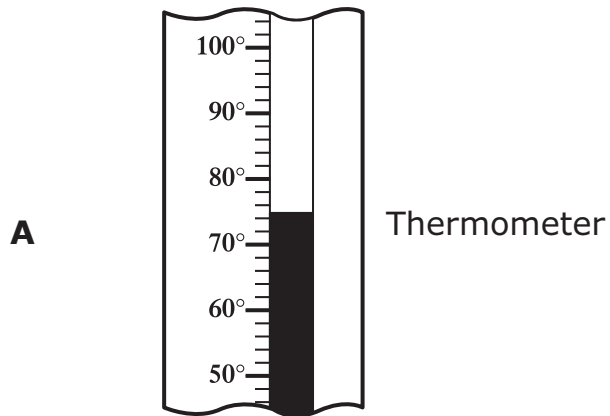
C



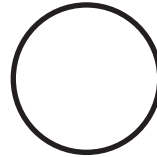
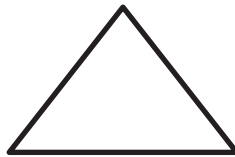
R3 Which unit can be used to measure your height?

- A** cups
- B** pounds
- C** inches

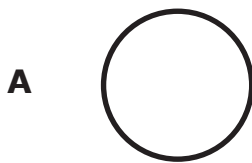
- R4** Which measuring tool can be used to measure the length of a piece of wood?



Use the four figures below to answer question **R5**.



R5 Which figure is **next to** the square?



Use the three coins below to answer question **R6**.

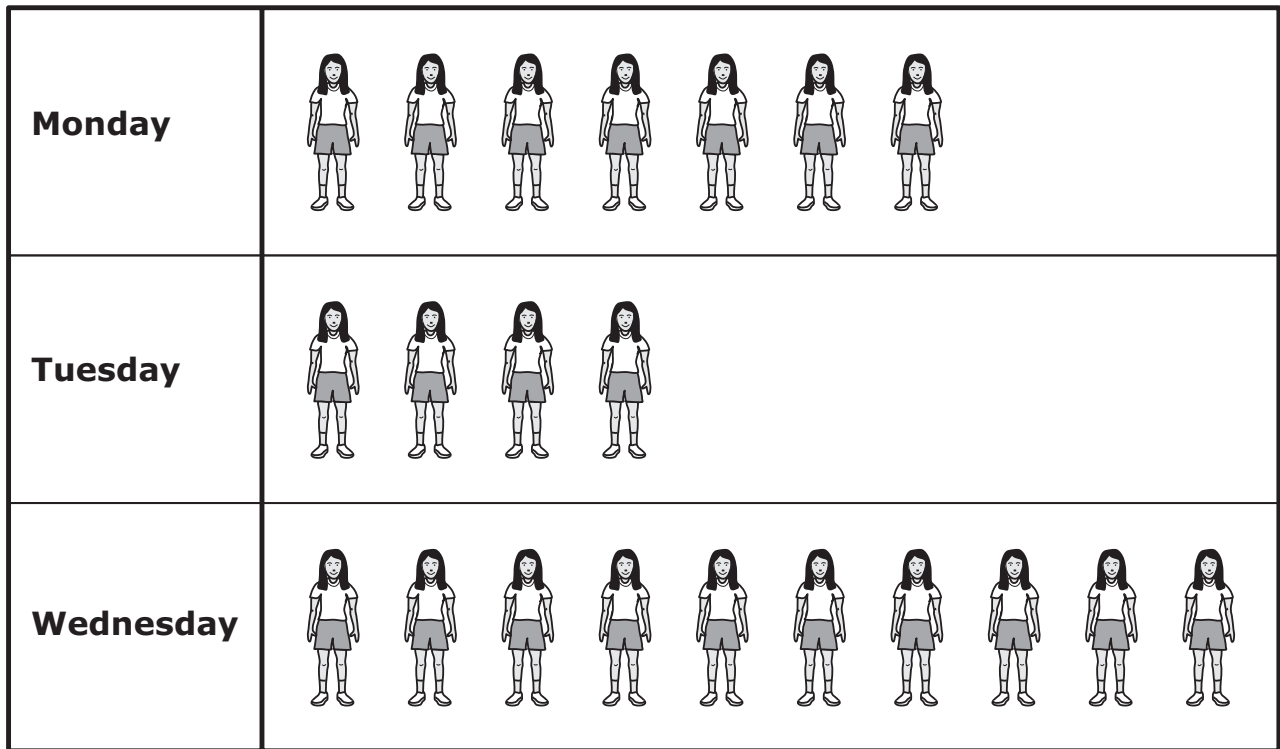


R6 How much money is shown?

- A** 30¢
- B** 75¢
- C** 85¢

Use the chart below to answer question **R7**.

Student Runners



R7 The chart shows how many students ran around the gym.

On which day did the **most** students run around the gym?

- A** Monday
- B** Tuesday
- C** Wednesday

Use the figure below to answer question **R8**.



R8 How many flowers are shown?



- A** 2
- B** 5
- C** 10

R9 Jan has 2 cats.

Bob has 3 cats.

Terry has 3 cats.

How many cats do they have **altogether**?

A 5

B 6

C 8

R10 There are 5 chairs at a table.

There are 12 students.

How many students must stand?

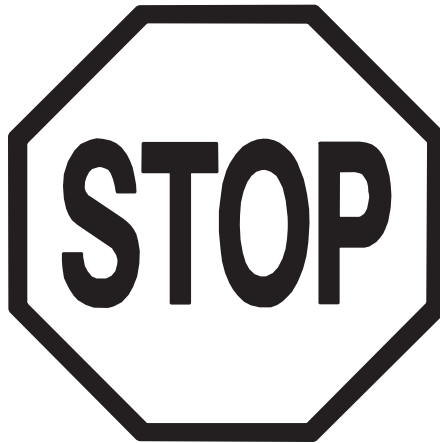
A $12 - 5$

B $12 + 5$

C $5 - 1$



Do Not Continue.



Do not continue until instructed to do so.

Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code, a brief description of what is measured, and the correct answer for each released item.

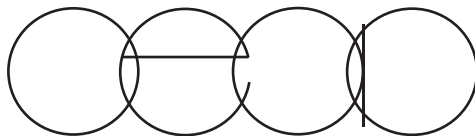
Because the assessment was administered during the **fall** of the school year, only content from the *previous* grade level was measured on the assessment. For example, items eligible for the Grade 5 assessment will measure Grade 4 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

Released Item Number	EGLCE Code	STRAND or Abbreviated Extended GLCE Descriptor	Answer Key
		DATA AND PROBABILITY	
R7	D.RE.04.EG02	Read tables, graphs, tallies and pictographs	C
		GEOMETRY	
R5	G.LO.04.EG02	Use relative position of objects on a plane and in space	A
		MEASUREMENT	
R6	M.PS.04.EG09	Tell the amount of money	B
R4	M.UN.04.EG01	Use standard tools for measurement	C
R3	M.UN.04.EG02	Select units of measure	C
		NUMBERS AND OPERATIONS	
R9	N.FL.04.EG12	Add two or three one-digit numbers	C
R8	N.ME.04.EG01	Read, write and count using whole numbers to 1000 in numerals and words, and relate them to the quantities they represent	B
R2	N.ME.04.EG03	Represent whole numbers to 1000 using concrete representations.	B
R1	N.MR.04.EG09	Create, describe, and extend simple number patterns	A
R10	N.MR.04.EG16	Select numbers to solve problems	A



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